

- Children need to **interact** with book
- Children need to **retell stories** from books
- Children must be **aware** that spoken language is made up of **words, parts of words, and sounds in words**



Storybook reading seems to be the most powerful tool in helping children learn language and gain knowledge about the world.

— Judith Schickedanz



- Children need to **interact** with books



Outcome

- **Adults** will provide rich interactive experiences with books before, during, and after reading.

Iowa Early Learning Standard

- **Children** engage in early reading experiences.

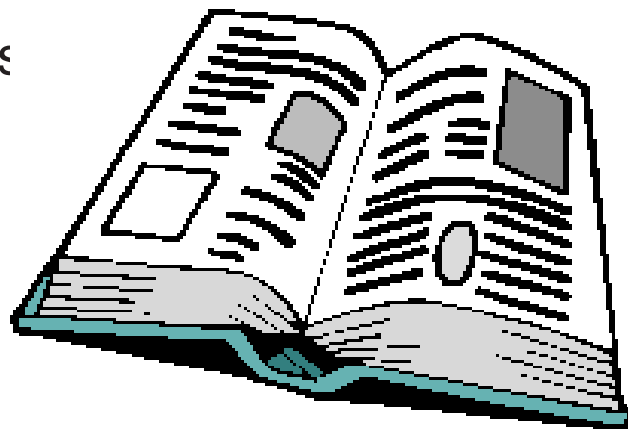


Benchmark

- **Children** will show an interest and enjoyment in listening to books and will attempt to read familiar books.
- **Children** will demonstrate comprehension of a book.

■ Match children's age and interest level

- Begin reading books with 1 or 2 sentences on a page
- Gradually increase the number of sentences on a page



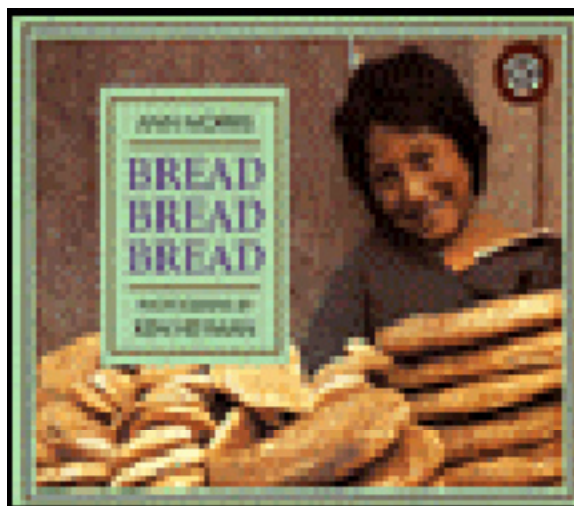
■ Select **both** fiction and nonfiction

- **Fiction:**

Books that tell
an invented story

- **Nonfiction:**

Books that tell
about real things
or people
and/or give facts



- Read **both** kinds of books
to children

- **Predictable** books have an easily identifiable pattern in the story or sentence structure

- **Example**

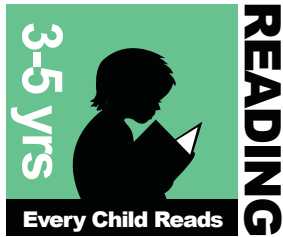
Brown Bear,
Brown Bear,
What do you see?
I see a _____ looking at me.



■ Rich interactive experiences with books

- **BEFORE** reading
- **DURING** reading
- **AFTER** reading





BEFORE Reading Strategies

1. Read the title, author, and illustrator's names
2. Predict what will happen in the book
3. Preview the story
4. Introduce vocabulary words
5. Connect the story to real-life experiences
6. Give children a reason to listen

- Explain any new word
- Say the new word frequently throughout the day
- Encourage children to say the word
- Demonstrate the new words using real objects whenever possible
- Integrate the new word into the environment



- When reading to children . . .
 - Define the new word and explain how it is used in the story
 - Demonstrate what the new word means
 - Repeat the new word often
 - Encourage children to say the new word often
 - Use the new word often throughout the day

- Explain any new words
- **Say the new word frequently throughout the day**
- Encourage children to say the word
- Demonstrate the new words using real objects whenever possible
- Integrate the new word into the environment



- Explain any new words
- Say the new word frequently throughout the day
- **Encourage children to say the word**
- Demonstrate the new words using real objects whenever possible
- Integrate the new word into the environment



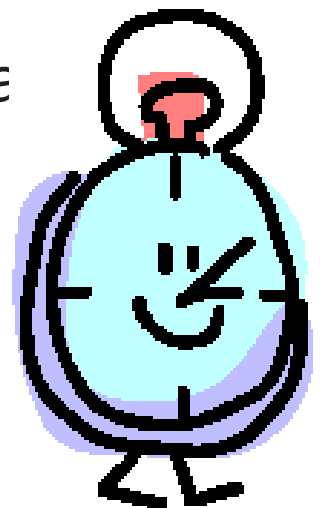
- Explain any new words
- Say the new word frequently throughout the day
- Encourage children to say the word
- **Demonstrate the new words using real objects whenever possible**
- Integrate the new word into the environment



- Explain any new words
- Say the new word frequently throughout the day
- Encourage children to say the word
- Demonstrate the new words using real objects whenever possible
- **Integrate the new word into the environment**



1. Find your peer partner
2. Find your book
3. Complete Handout R-6:
BEFORE Strategies
4. Use all 6 strategies in your plan
5. Take 10 minutes to plan



- Tell your partners:
 - How you felt
 - What the adult's questions and comments made you think about



1. Point to pictures*
2. Make predictions*
3. Ask questions*

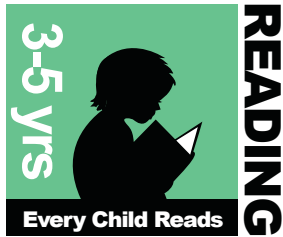


- **Yes/No**
 - Do you...? Are you...?
- **‘Wh--’**
 - Who, What, When, Where
- **Open-ended**
 - How? What would happen if...?

4. Answer children’s questions*
**Important to the story*

1. Find your peer partner
2. Use same book
3. Complete Handout R-6:
DURING Strategies
4. Use 3 of 4 strategies in your plan
5. Take 10 minutes to plan





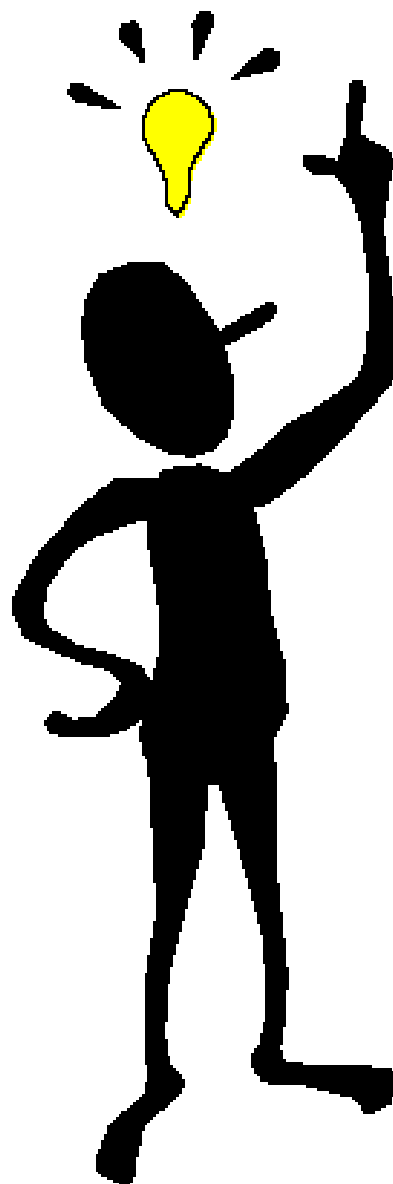
AFTER Reading Strategies

1. Ask guided story questions
2. Use sentence completion opportunities
3. Relate to child's environment

1. Find your peer partner
2. Use same book
3. Complete Handout R-6:
AFTER Strategies
4. Use all 3 strategies in your plan
5. Take 10 minutes to plan



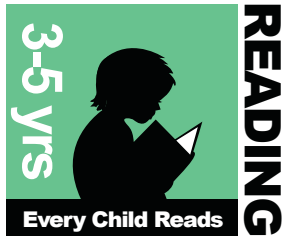
- Tell your partners:
 - How you felt
 - What the adult's questions and comments made you think about



■ Rich **interactive experiences** with books

- **BEFORE** strategies: prepare children and activate their knowledge
- **DURING** strategies: increase children's understanding of the story
- **AFTER** strategies: increase children's retention of the story





Read book to children 3 times

■ First time

- Use only the BEFORE strategies

■ Second time

- Use the DURING strategies
- Add a *few* BEFORE strategies

■ Third time

- Use the AFTER strategies
- Add a *few* BEFORE strategies

- Date to **PLAN** *first* adult's second lesson
- Date to **OBSERVE** *first* adult teaching second lesson



- Date to **PLAN** *second* adult's second lesson
- Date to **OBSERVE** *second* adult teaching second lesson